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ABSTRACT

This manual applies marketing concepts and methods, selling techniques and principles to the workplace literacy program for the purpose of assisting individuals involved in promoting and selling these programs. Part I provides a rationale for marketing and discusses the following: the role of the sponsor in marketing, market versus marketing, market research, marketing strategies, promotion, promotion strategies, salesperson's role in marketing, selling process, the successful workplace literacy salesperson, the problem solving sales process, target group, and sponsors. Part II focuses on what is being sold, including the following: how to describe workplace literacy programs, what the sponsor wants to know, why basic skills and why in the workplace, kinds of training that can be provided, services, and benefits to employer, training department, employee, and employees' department. Part III addresses building a clientele and covers prospecting for and qualifying sponsors. Parts IV and V describe the organization and implementation processes of consultative selling. Part VI focuses on what happens after the sale, that is, delivery of workplace literacy programs. Part VII lists seven references. Part VIII contains these appendixes: instructor's information sheet, sponsor's information card, institution's mission statement, and sample introductory letter and flyer. (YLB)

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Marketing Manual

WORKPLACE LITERACY

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Marketing Manual

WORKPLACE LITERACY

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MARKETING MANUAL

Marketing Workplace Literacy Programs

Outline

- I INTRODUCTION
MARKETING, SELLING
- II WHAT ARE YOU SELLING?
- III BUILDING YOUR CLIENTELE
- IV CONSULTATIVE SELLING
THE ORGANIZATION PROCESS
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Marketing Workplace Literacy Programs

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Preface

This manual is the result of a lot of hard work by a large number of people. My thanks go to the Literacy Branch people of the Ministry of Education for their support and encouragement. In addition, the act of faith by Fanshawe College Senior Administration, I think is rewarded by the work in these pages. Sharry Mycroft who's initial insights into Marketing programs gave us the understanding that you will find within; Leo Donohue, who's skills as a High School Superintendent and Adult Educator ensured the academic integrity of the project; and last but not least Rob Coulter from Seneca College who's experience in Workplace Literacy gave us the courage to launch our program. As with all manuals, each time I go through it I find I would change, add or throw a whole section out. However there comes a point when the project needs to be born. Here it is with all its imperfections. I have attached an evaluation page to help us in making changes, additions and deletions. Please help us with your comments and observations so that our newborn can be changed into a better document in the future.

To that end, I would like to add my special thanks to Gail Vaz-Oxlade of The Cortina Group for her help in focusing this project. It is a much more 'user-friendly' manual because of her input.

In my experience, Workplace Literacy Programs were far and away more successful than conventional programs. I would further like to give myself licence to stress that the principles that lead to the tremendous response to, and acceptance of, Workplace Literacy can be applied elsewhere. These principles could be applied to skill, or management training with the same result - a win-win situation for all the parties.

I would be interested in hearing from you if you have had this experience or wish some consultation on the matter.

Yours sincerely,

Richard Mateer, Chair
Community Programs Division
Middlesex and Elgin Counties
School of Continuing Education

PART I

INTRODUCTION

This document was funded by the Literacy Branch of the Ministry of Education.

The mandate was to develop marketing strategies for the deliverers of the Workplace Literacy Programs.

To successfully deliver these programs the salesperson must understand marketing strategies and selling techniques.

Marketing concepts and methods, selling techniques and principles will be applied to the Workplace Literacy Programs for the purpose of assisting individuals involved in promoting and selling Workplace Literacy Programs.

The difficulty of convincing Canadian sponsors of the need for skills training is backed up by the following statement in the London Free Press dated 19 July 1991:

"The 1991 International Competitiveness Report shows Canadian Industry spends less than half as much on training as American Industry and one-fifth as much as Japan. Canada ranks 20th out of 23 countries in effectiveness of training programs."

This could be useful to all kinds of delivery organizations or those who are considering Workplace Literacy.

1. Why Marketing?

Marketing Workplace Literacy is all the activities involved in identifying the problems and needs of the sponsors (customers, clients) of Workplace Literacy Programs, arranging for training programs to solve these problems and meet these needs, and providing information on which the sponsors can make wise buying decisions.

Marketing is the link between the Workplace Literacy Program deliverers eg. colleges, and the sponsors of these programs, eg. unions, employer associations, employers, and employee groups.

Marketing activities focus on:

- a) Features, benefits, presentation, price of Workplace Literacy Programs
- b) Advertising used to promote them
- c) Selling techniques

It is important to remember that without *marketing*, you cannot deliver Workplace Literacy. Marketing, far from being an activity beneath the dignity of 'academics' should be viewed as a challenging tool that needs to be mastered in order to bring a service to those who need it.

2. Role of the Sponsor in Marketing

The answers to all your questions about marketing rest with the sponsors of Workplace Literacy Programs.

There would be no need for Workplace Literacy if there were no sponsors needing help with literacy problems.

The sponsors determine:

- What Workplace Literacy Program they will buy
- When, where and how these programs will be delivered
- What results they expect

Successful marketing means satisfying the needs of the sponsors.

3. Market vs Marketing

A market is the total number of potential buyers of Workplace Literacy programs. In effect it is all the sponsors whose needs can be met by Workplace Literacy and who have the means and desire to satisfy these needs.

Marketing, on the other hand, is all the activities involved in identifying the problems and needs of the sponsors of Workplace Literacy, arranging for training programs to solve these problems and meeting these needs, and providing information on which the sponsors can make wise buying decisions.

4. Market Research

Market research is the gathering and analysis of information in order to determine a marketing strategy for Workplace Literacy Programs.

This information comes from:

- a) The market itself
eg. the demand
- b) Outside factors
eg. opportunities
- c) Company considerations
can you deliver Workplace Literacy Programs tailored to sponsor's needs?

5. Marketing Strategies - The 5 P's

As a salesperson you must understand these elements:

- a) Product - Workplace Literacy Programs that solve clearly defined sponsor needs
- b) Place - programs delivered in factories, union halls, etc. This could also involve covering three working shifts.
- c) Price - cost to the sponsor is time off for the employee to take the program and direct costs above the 80% or 60% grant
- d) Promotion - methods and techniques used to convince the sponsor to introduce Workplace Literacy Programs
- e) People - this usually refers to the employees who are taking the program. We have to be specific in telling how Workplace Literacy Programs meet their needs, eg. teaching decimals and fractions to solve work related math problems

6. Promotion

Promotion of Workplace Literacy Programs has a two-fold purpose:

- a) To inform the sponsors about specific programs
- b) To convince the sponsor to offer the program

7. Promotion Strategies

- a) Public Relations
 - Speeches at and contacts with Chambers of Commerce, Industrial Associations, Service Clubs, Unions, Employee Associations, Canada Manpower Centres
- b) Advertising
 - Brochures, flyers, newspaper ads
 - Direct mailing to target groups
- c) Personal Selling
 - Knock on doors
 - You can't sell by staying in the office
 - Business cards for salespersons
 - Name tags for salespersons

8. Salesperson's Role in Marketing

As a salesperson for Workplace Literacy Programs you provide the sponsor with information about these programs. Your flyers furnish this information in a clear, concise format.

You create a demand for Workplace Literacy Programs by making potential sponsors aware of the benefits of the programs to themselves and their employees.

By your continuing contact with potential sponsors you can determine their changing training needs and then can modify Workplace Literacy Programs to meet these new needs.

Your objective is to sell a well-defined Workplace Literacy Program that meets the needs of the sponsor and his/her employees.

9. What is selling?

Selling is solving clearly identified sponsor problems and needs with a Workplace Literacy Program.

10. Steps In the Selling Process

- a) Prospecting
- b) Qualifying
- c) Planning
- d) Approaching and Opening
- e) Interviewing
- f) Presenting
- g) Closing
- h) Handling Objections
- i) Follow-up

These steps will be covered in detail in this document.

11. The Successful Workplace Literacy Salesperson

To be successful as a Workplace Literacy salesperson you must:

- a) Have an in-depth knowledge of Workplace Literacy Programs eg. features and benefits
- b) Develop good people skills eg. listening, communicating, meeting people
- c) Be self-directed and self-disciplined
 - eg. • able to set up your own schedule
 - work with a minimum of supervision
 - develop good presentation skills

12. Traits of Successful Workplace Literacy Salespeople

Successful salespeople exhibit the following traits:

- a) Enthusiasm
- b) Positive attitude
- c) Persistence
- d) Attention to detail
- e) Optimism

13. The Attitudes of Successful Workplace Literacy Salespeople

- a) You have to see yourself as a problem solver and a helper. Focus your attention on helping the sponsor solve problems and meet needs.
- b) Develop a win/win attitude. As a salesperson you win when you are paid for your efforts; the sponsor wins when the problems are solved.
- c) Unshakeable belief in yourself. "I can do it" attitude.

14. The Problem Solving Sales Process

- Step 1⇒ Obtain information on the situation as it now exists. This can be done by interviews, questionnaires or direct observation.
- Step 2⇒ Obtain information on what the sponsor desires the situation to be in the future. This can be done by asking direct questions in an interview.
- Step 3⇒ Identify the presenting problem and look for any underlying or hidden problems.
- Step 4⇒ Develop a plan to solve the problem and meet the sponsor's needs.
- Step 5⇒ Support the sponsor in his/her decision to implement your plan.
- Step 6⇒ Use your good judgement in all situations.

15. Who Are You Talking To?

As educators, most of you will be familiar with differences in learning styles. These differences that reflect, to a certain degree, four major personality types.

It is important, when you approach each individual within the organization that needs to be 'sold', that you remember to speak to them in their own language. In order to do this you will need to interpret the person and their environment, translate that into deciding upon their dominant personality type and then arrange the format of your presentation to allow these people to hear you.

- a) You walk into an impersonal office with charts, graphs or maps on the wall you might be in the office of a typical "Analytical". You should use a logical, straightforward, detailed approach and stick to business.
- b) If you walk into an office with a solid wood dark desk and a number of sports trophies and other items that indicate control and success, you are probably with a "Driver". Once again stick to business but use a "big picture" approach as opposed to too much detail.
- c) If you are in an office with a warm inviting feeling, with plants, pictures and colour, you are probably with an "Amiable". Take some time to be social, be interested in the human side of them and the project.
- d) If you find yourself in an "Amiable" atmosphere, but are more overpowered by the colours and energy present, you are probably in the presence of an "Expressive". Leave out the personal detail and talk about dreams and vision. Leave time for social exchanges and do a lot of listening.

The above is an extreme simplification. There is a lot of information in management books on how to work with the different personality types. Please remember that all of us are not one or the other, but rather in any given situation, we tend to use a specific personality trait to deal with the issue at hand. Myers-Briggs Personality Type Indicator is extremely useful to people who wish to be able to communicate with others from a position of respect and understanding.

16. How Sponsors Like To Be Treated

Treat the sponsors the way you want to be treated when you are making a purchase.

Sponsors like a salesperson who:

- Knows the Workplace Literacy Program
- Is polite and considerate
- Is able to identify problems and meet needs
- Listens attentively
- Develops a relationship of trust
- Is organized and helpful

17. Who Is Your Target Group?

Your target group includes unions, employer associations, employers, and employee groups who can sponsor your Workplace Literacy Programs because they have employees who need training in specific basic skills.

18. Why Sponsors Buy Workplace Literacy Programs

Sponsors buy for the following reasons:

- a) To make money
 - eg. employees who can read and write are more productive
- b) To save money
 - eg. if employees can read the safety rules and procedures they will have fewer lost hours
- c) To save time
 - eg. employees who can understand oral English can communicate quicker and easier with their supervisors
- d) 71% of the sponsors who buy from you do so because they like you, they trust you and they respect you

19. Sponsor Styles

When persuading sponsors to purchase Workplace Literacy Programs you will encounter people who are:

- a) Suspicious - they can be rude, difficult, mistrusting

Sales Approach - ask direct questions to discover the reasons for the mistrust and suspicion. Counteract the suspicion by clearly outlining what you are prepared to do in your training programs.

- b) Procrastinators - they like to put off decisions and won't say yes or no

Sales Approach - try to discover the reasons for this resistance by asking direct questions. Deal with the reasons for this resistance as they are uncovered.

- c) Angry - not easily satisfied, upset

Sales Approach - avoid being sarcastic, listen attentively, ask questions

20. Selling Mistakes

- a) Believing you have to make more calls to make more sales
- b) Wasting time by making calls at the wrong time
- c) Calling on the wrong person, eg. this person does not make the training decisions
- d) Talking too much, not listening enough
- e) Making a poor presentation of your training program
- f) Fearing objections
- g) Not closing often enough
- h) Trying to sell by sitting in your office

PART II

What Are You Selling?

21. What Are You Selling?

You are selling the features and benefits of the Workplace Literacy Programs, which will be outlined in another section.

22. How Do You Describe Workplace Literacy Programs?

You must describe them in ways that will solve your sponsor's needs and solve his/her problems.

eg. Workers who have a poor grasp of oral English will learn the oral English needed in their workplace.

23. What Does the Sponsor Want to Know?

- What will Workplace Literacy do for me?
- How can Workplace Literacy solve my problem?
- How can Workplace Literacy meet my needs?
- How will Workplace Literacy make me feel?

24. Why Basic Skills and Why In The Workplace?

Basic Skills programs have been designed to help adults upgrade their basic English and Math skills. The programs have been developed especially for those who have either not had access to training (visible minorities, women, native Canadians, disabled persons, etc.), or for those wishing a better job or advanced training.

In those cases where the adults are employed and basic skills training would help them keep up with new jobs, the training can take place where it is most convenient, right in the workplace.

Because the skills upgrading must be job-related, employers benefit from improved efficiency and productivity of participating employees.

25. Who May Sponsor a Workplace Program?

Unions - many unions are interested in literacy training

Employer Associations - Chamber of Commerce, etc.

Employers - concentrate on those that have large maintenance, food services, custodial or assembly operations

Employee Groups

26. Does The Workplace Training Work Very Well?

We are always surprised by the large response by potential students. I believe this is due to the almost perfect fit between workplace training and the principles of Adult Learning.

These are:

- 1) Logistical needs met
 - on site, ease of access, location and time
 - familiar and comfortable surroundings
- 2) Perceived need for training, direct usefulness of the knowledge
- 3) Opportunity to practice the skill or knowledge
- 4) Support of employer
- 5) Support of peers

Flexibility in program length and training schedules is encouraged. Each program should be custom-designed to meet the needs of participants and sponsors.

A certificate of achievement may be presented to participants upon the successful conclusion of instruction.

27. What Kind Of Training Can Be Provided?

Instructional approaches may vary from traditional classroom techniques to practical hands-on methods. Depending on participants' needs, courses may include:

- Reading, writing, basic communication and math skills up to the level required for progress in employment or training
- The development of skills in the use of special technical or job related vocabulary
- Basic scientific and technical knowledge up to the level required for entry into post-secondary programs
- Oral English or French as a second language

28. Hints

When working on logistical and curriculum needs, make sure that everyone is consulted within the organization. Solicit the opinions of the supervisor and opinion leaders in the target group. Try your ideas out on them and change your ideas in order to get these people involved in the process. Once these people are 'on side' you are unlikely to get a problem with the peer resentment or organizational "surprises".

29. Services

You and your sponsor may negotiate delivery of any or all of the following services:

- Training Needs Analysis
- Curriculum Development
- Project Proposals
- Delivery Of Training
 - Evaluation Of Training
 - Impact Evaluation
- Reports

30. Direct Benefits To Employer

Literacy *increases* the ability of the employee:

- To get the job done
- To be flexible to do different jobs without extensive personal training
- To enable good employees to take on skills training programs (promote from within)
- To increase the employee's dedication to the employer, resulting in increased morale, feelings of belonging and being part of the team
- To read, write and understand your specialized occupational vocabulary including new developments such as WHMIS
- To increase co-operation between employees by helping the unskilled person to become more self-reliant and less of a burden on their peers and supervisors
- To have the ability to deal with safety programs, literature and situations decreasing costly accidents

RETURN ON INVESTMENT

Benefits are:

- Reduced cost of accidents
- Reduced cost of training
- Savings on cost of non-co-operation
- Savings on cost of low morale
- Savings on cost of changeover
(increased employee flexibility)
- Savings on cost of reduced supervision

Minus:

- Cost of program in employee
time and space (1 time expense)

31. Benefits To The Training Department

- Cutting edge of new provincial high profile initiative
- Provide for increased participation for those traditionally not included in training and education
- Ability to increase morale and thus decrease cost of benefits to the organization
- Gives training department an opportunity to identify capable internal employees who will be able to fill skilled positions with further training

32. Benefits To The Employee

- Increased earning power and potential
- Increased self-esteem and self-confidence
- Increased upward mobility
- Increased job security
- Increased self-reliance
- Increased ability and desire to take on skill training
- Increased ability to do new jobs as circumstances change
- Increased job opportunities

33. Benefits To The Employees' Department

- Department is seen as caring and influential
- Better job performance and increased flexibility
- Less supervisory time needed (better information flow, less direction and one to one explanation needed)
- Less absenteeism and injury time due to better morale and the ability to anticipate or read about hazards
- Increased flexibility with employees who are better able to respond to new situations or emergencies

BUILDING YOUR CLIENTELE

36. What Makes A Qualified Sponsor?

A qualified sponsor is one who has the desire, authority, need and money to set up a Workplace Literacy Training Program.

37. Turning Leads Into Sales

If you have 10 potential sponsors you will probably only get 2 of these sponsors to actually set up training programs for their employees.

- Don't be discouraged
- Tell your story to as many people in a business as possible
eg. Plant Manager, Human Resources Manager, Training Manager or Coordinator
- Often it takes 6 months to 1 year from initial contact until training commences

PART IV

CONSULTATIVE SELLING : THE ORGANIZATION PROCESS

38. How to Get the First Appointment

Letter of Introduction

Send a letter of introduction to the contact person established in Part III. Also, send a letter to only 5 or 6 business contacts. This enables you to follow up within a reasonable time.

Cover the following points in your letter:

- Use letterhead paper
- Give your name and title (position)
- Talk about the Workplace Literacy Program
- Say you will call for an appointment

Telephone Call

- Make this call yourself
- Talk to the person you want to interview

39. How to Organize for your Presentation

Get Your Sales Kit Together

- Business cards
- Brochures outlining Workplace Literacy Program
- Statement of your organization's goals or mission ie. Mission Statement
- Any visual aids you have eg. pictures of office location
- Name tag
- Needs assessment form
- Application forms for Ministry funding
- Testimonial

Get together a packet of information to leave with the potential sponsor. It is helpful to leave this information in a file with your institution's (business) name on it.

Rehearse your message aloud and try to keep your presentation to 25 minutes in length.

First impressions are formed in the initial 10 minutes of the presentation.

Make sure you know where to find the office of the person you are to interview. It is easy to get lost and then you are late for your appointment.

Arrive 15 minutes early and find out as much as you can about the firm.
For Example: *What do they make?*
How many employees do they have?
Do they have shift work?

The receptionist can give you some of this information while you wait for your interview.

CAUTION: Avoid a briefcase with non-essential things in it. This applies especially to college people who expect to need to talk about many programs. This is not the time for a profusion of literature. **Be focused.**

40. Your Expectations

- Don't expect to get a request for Workplace Literacy Training on the first appointment
- Start building a relationship
- You may have to visit 3 to 10 times to close the sale

PART V

CONSULTATIVE SELLING - THE IMPLEMENTATION PROCESS

41. The Sales Process

The sales process is a series of steps the salesperson and the sponsor go through as they talk to each other.

The goal of the sales process is to have the sponsor purchase a Workplace Literacy Program that solves his/her problem by meeting his/her needs.

Steps in the Sales Process

1. Approaching & Opening
2. Interviewing
3. Presenting
4. Closing
5. Handling Objections
6. Follow-up

These steps will be explained in the following sections.

42. Step 1⇒Approaching and Opening

When first approached by a salesperson, most people are:

- Uneasy
- Uncomfortable
- Inattentive

Your job as a salesperson for Workplace Literacy Programs is to create comfort and get attention.

You can accomplish this by:

- Friendly gestures eg. shaking hands
- Friendly tone of voice
- Making eye contact
- Not standing too close
- Presenting your business card
- Wearing your name tag so the sponsor can call you by name and introduce you to others
- Referring to your institution
- Referring to the purpose of your visit i.e. talk about Workplace Literacy
- Smiling

Know who you are dealing with. A common way to understand people is with the Myers-Briggs Personality Type Indicator terminology.

- a) Become comfortable with the characteristics and look for tell tale clues when you meet someone
- b) Base your approach on what you perceive the dominant characteristics of your client to be, i.e., if you have a 'bottom line' type of person, do not waste time talking about the weather. "See Section 15".

43. Step 2⇒Interviewing

The sales interview is designed to uncover the sponsor's needs and to identify the particular problem.

You are not trying to solve the problem at this point.

Good communication skills are necessary.

You must be able to question, listen and confirm understanding with the sponsor.

A problem is the difference between what a sponsor has now and what he wants the situation to be. eg. employees may be losing many days because of inventory mix ups and the employer wants to increase the on time delivery rate.

To identify the problem, find out:

- What the situation is now
- What the sponsor wants the situation to be
- The difference between the two situations
- How satisfied the sponsor is with the present situation e.g. he/she may not have any commitment to change
- What the sponsor is doing now to solve the problem

Your initial discussion will likely discover what can be called the presenting problem, i.e. what, on the surface, appears to be the problem.

The underlying or real problem will surface through your questioning and listening. It may be that the employer is the real problem, eg. poor people skills, unfair practices.

You have to identify the underlying problem before you can offer a solution.

If you can't identify or define the problem you may waste time trying to solve the wrong problem or waste time making a presentation when the sponsor has no need for one of your Workplace Literacy Programs.

44. Questioning Skills

Questioning is the skill that the salesperson uses during the problem identification stage. Questions fall into two categories:

- open
- closed

Open Questions

Open questions allow the sponsor freedom to determine how much he will tell you. These questions cannot be answered with a yes or no.

For example:

Who, in your opinion, can help me?
What part do you want me to play in the investigation?
When did you first notice a problem?
Tell me what you have done so far?
Why are the employees upset?

Advantages

- Allows the sponsor to play the active part of speaker, while you play the roles of listener and observer
- Gives the sponsor the idea that you are interested in him/her and his/her responses
- Respects the sponsor's ability to give accurate and relevant answers
- Usually easy to answer and pose little threat to the sponsor. Also gives you time to think
- Reveals what the sponsor thinks is really important and he/she might volunteer information you might not ask for
- Lengthy answers may bring out the sponsor's biases, needs, etc.

Disadvantages

- Time consuming
- Sponsor may give information you do not want
- Requires skill in controlling the interview

Closed Questions

Closed questions limit the range of a sponsor's answer. These questions can be answered with a yes or no or a very short statement of fact.

For example:

*Which department should I investigate?
Is Bill part of the problem?
Are you prepared to start tomorrow?
Do you have upper management support?
Have you done a needs analysis before?
Has the problem increased or decreased in the last month?*

Advantages

- You control the interview more tightly
- You save time because you can ask more questions in less time
- If you are after a specific piece of information you can ask for it directly
- These questions require less effort from the sponsor and often less self-disclosure

Disadvantages

- You may receive too little information, and have to ask additional questions
- Closed questions don't give the sponsor the opportunity to volunteer potentially valuable information
- Too many closed questions lessen the rapport between you and the sponsor because they indicate more interest in information than in the sponsor as a person

45. Listening

Listening is closely tied to questioning. If you are asking questions to identify a problem and to determine the sponsor's needs you have to practice active listening.

Active listening creates an interactive, two-way interview.

Active listening means paying 100% attention to what is being said. It requires you to make brief written or mental notes. You ask questions and reword what is being said, to enable you to clearly understand the message.

Use words such as:

Yes

Really

I see

OK

Oh...

Do you mean

I hear you saying

Have I got it straight when I say

If I understand you correctly, you are saying

Let me get this right, you're saying

Body Language

Body language includes thoughts communicated by an individual through the use of the body, voice, choice of words, expression (as opposed to what is actually said).

Body language includes gestures, mannerisms and inflections.

Be suspicious that you are not probably getting the whole truth about a situation if your respondent exhibits the following:

- Arms tightly folded across chest
- Refuses to make eye contact
- Speaks too rapidly or too slowly
- Commits unusual, strange or irregular motions
- Makes unnecessary and irritating nervous movements such as distracting gestures and facial expressions

If you feel that you are experiencing resistance on the part of the interviewee, confront that resistance when it happens.

You might say, *"I feel very frustrated by this discussion because"*.

Let the interviewee respond to your statement about the resistance.

46. Confirmation Statement

The objective of all questioning and listening during the sales interview is to achieve confirmation.

A confirmation statement is:

- A summary of the sponsor's problem situation
- The sponsor's agreement that the summary is accurate
- The sales interview does not end unless the salesperson has achieved confirmation.

With a confirmation statement the sponsor acknowledges that there is a problem and demonstrates an interest in solving it.

The salesperson has to understand the sponsor's view of the problem situation.

Say

"Now Mr. Jones, let me try to summarize our discussion to date. You told me that your major problem is"

47. Step 3⇒Presenting

Characteristics of an effective sales presentation include:

- Start with a confirmation statement
Summarize your understanding of the sponsor's problem situation and get the sponsor's agreement that this summary is correct
- Take the sponsor through the sponsor's information packet
- Present the features of Workplace Literacy Programs. This can be done by using a brochure (appendix).
- Present benefits of Workplace Literacy Programs
 - Direct benefits to employee
 - Benefits to the training department
 - Benefits to the employees
 - Benefits to the employers

The benefits meet the needs of the sponsor. For example, lost productivity because employees can't read WHMIS labels. As a solution, teach employees to read WHMIS labels.

- Present the total Workplace Literacy package
 - Discuss Workplace Literacy policies, procedures, instructors, dates, times, on-site training, needs analysis, etc.

- Encourage the sponsor's participation in the presentation, e.g. examining the brochures, asking questions
- The best presentations are like a conversation between the sponsor and the salesperson
- It is easier to meet the sponsor's needs when the sponsor is involved and active during the presentation because:
 - The sponsor is more comfortable
 - The presentation becomes more interesting
 - The salesperson obtains feedback on what the sponsor is thinking, what he/she likes and dislikes, and how the sponsor is to making a buying decision
- Discuss a needs analysis based on task analysis
In a task analysis, you study the job or task to discover what skills this job requires in the basic skills of reading, writing, math, etc. Then you look at the skills of the worker actually doing this job or task to discover if he/she possesses these identified skills. A training program will be designed which will teach the missing skills.

48. Step 4⇒Closing the Sale

Closing is the skill of getting the sponsor to commit to purchasing a Workplace Literacy Program.

You make a closing statement by:

- asking the sponsor for the order
- asking the sponsor if he/she wants to buy

Five Principles of Closing

1. Keep focused in your goal
The objective of every sales call is to move the sales process along. The salesperson is attempting to make a close on every sales call. The close might not be an actual sale but it might be an agreement on the problem, agreement to meet again or agreement to consider several options.
2. Make it easy to buy
People like to buy but they hate to be pressured. Make the buying process as easy and enjoyable as possible.

3. Ask for what you want
If you ask for something you want, you are more likely to get it than if you don't ask for it. Organize the reasons for your request. Making a closing statement forces the salesperson to develop a well-organized presentation.
4. Give the customer an excuse to buy
Design your closing statement in a way that gives the sponsor an excuse to buy. e.g. You'll be able to improve communication flow because the employees will be able to read posters/flyers in the plant.
5. Close often
Never be afraid of asking for a decision or asking for an order even at the early stages of the sales process.
A refusal will give you information about:
 - What the customer is thinking
 - What is getting in the way
 - What the customer does not want
 - What his/her particular need or problem is

Build these into your presentation for the next close. There is nothing evil about the word "No". It tells you another reason why the customer is not ready to buy at that moment.

Effective Closing Strategies

1. Ask a direct question
The buyer expects you to ask him, so do it. *So, Mr. Jones, do you want to sign the contract today?*
2. Give a choice
Give the customer a choice between two options, several delivery dates, etc. The choice is never between buying or not buying. *So, Mr. Jones, will we start the training program the first or second Monday of next month.*
3. Assume the sale is made
Make a statement such as:
So, Mr. Jones, we can start the needs assessment next Monday.
4. Close the sale physically
Do something physical, like starting to fill out the application form or sales contract. Do something the customer must make you stop doing if he doesn't want to buy.
5. Sum up
Review one by one the features, advantages and benefits the customer has liked so far, then ask for the close.

6. Mention the next step

Lead the customer beyond the buying decision by saying something such as: *Well, Mr. Jones, the next step is to figure out how and when we will start the program.*

49. Step 5⇒Handling Objections

What is an objection?

An objection is a rejection of a salesperson's offer, suggestion or closing statement. It is an expression of opposition, disapproval or mistrust. When a sponsor objects, it usually occurs in an atmosphere of high tension. An objection is different from a "no" answer or a simple question put to you by the sponsor.

Why do people object?

Reasons for objecting fall into 2 categories.

- Category 1 Reasons: obstacles still not dealt with

- | | |
|--------------|---|
| No attention | Customers often object if they still do not feel comfortable with the salesperson, the environment or the way the interview has proceeded. Unresolved feelings of discomfort and mistrust can get in the way. |
| No interest | Perhaps the salesperson has been unable to convince the customer that he/she does has a problem. |
| No desire | Perhaps the customer is not convinced the Workplace Literacy Programs represent a solution to the problem; or they feel left out and uninvolved in the process. |

- Category 2 Reasons: unwilling to act

- The decision is too risky
The customer may object if they perceive that the risk involved in the decision is much greater than the potential rewards to be gained.

Disadvantages outweigh the advantages.

Costs are greater than the benefits.

Handling Objections - Some Principles

- Expect objections** Objections are a natural and normal part of the sales process. A sales interview usually requires you to handle a number of items.
- Prepare for objections** Because you expect them and because you can usually tell what they will be, you can prepare for them.
- Being well prepared allows you to relax and focus more on the customers and their needs.
- Adopt and display a positive belief system**
 Objections are a material part of the buying process. *I can probably help them overcome their uneasiness. Let's see how I can answer their concerns.*
- Stay calm, relaxed and professional**
 Be relaxed, flexible and not disturbed by the objection raised.
- Be receptive** Welcome and invite customers to raise objections. Find out what is on their mind and use your skills as a problem solver. Never belittle any objection. When customers make an objection, indicate that they have raised a good point.
- Listen carefully** Sometimes what is being said is not the real problem. Even the smallest comment may reveal the customer's real objection. Get confirmation of the objection.

Handling Objections - The Process

Step 1 Welcoming and Listening

The first thing to do when confronted with an objection is to welcome it. Then listen carefully to what the customer is saying. Calm the customer and reduce the tension created by the objection. Do not attack what is being said. Show that you understand how they feel.

Use the following phrases:

Go ahead...

That's interesting....

Of course you feel that way...

Tell me more....

I understand....

I'd feel the same way if....

Step 2 Rephrasing

You are concerned here with understanding the content of the objection from the customer's point of view. To rephrase an objection just turn it into a question.

For example:

Objection: *The price is too high.*

Question: *Are you really wondering if the advantages warrant spending this much money?*

Use these phrases:

So, what you're really saying is....

If I understand you correctly, you're concerned about....

Let's see if I've got it right. You're wondering....

Can we say the real problem here is....

Step 3 Presenting and Suggesting

A: Boomerang method

Use the very objection that's raised as a selling point.

For example:

Objection: *I can't afford this.*

Boomerang: *You say you can't afford it. I agree it may be a little more expensive than you'd like. On the other hand the savings outweigh the cost.*

B: Reference to a third party

Refer to someone else's opinion or experience.

For example:

Objection: *I'd really like to wait a year.*

Reference to a third party: *Another customer of mine, Mr. Smith, had a problem similar to yours. He finally went ahead and his business....*

C: Consideration of the pros and cons

Help the customer realize that the advantages outweigh the disadvantages.

The pro's in this case are....

The cons are....

Useful phrases:

I've got a suggestion...

Here's another way of looking at things...

Look at it this way...

Another possibility is...

Here's another idea that might make sense...

D: Closing

Useful phrases:

Does that change your mind?

Does that make you more comfortable?

What do you think now?

How does that sound?

How do you feel about this?

50. Step 6⇒Following-up

Many salespeople believe that the selling process ends with the closing of the sale. The process is just beginning because you have to deliver the program and follow-up.

Even if you haven't made a sale you have to continue to follow-up.

- Contact your sponsor every two months
- Talk to the same person every time
- Let the sponsor talk
- Have solutions for the problems

Benefits of Follow-up After The Sale

- You'll keep more sponsors
- You'll have fewer problems because you know the problems the sponsor is having
- You are establishing a relationship
- *How is it working? What did they learn today?*

PART VI

AFTER THE SALE DELIVERY OF WORKPLACE LITERACY PROGRAMS

So you've sold the program to the employer.

- You have just begun

How the program is announced is critical to its success.

How not to do it:

Senior management tells first line supervisors to select those who need to 'get fixed' and get them out on Tuesday at 3:00 pm

Try This:

Solicit input on how to announce the program from your opinion leaders:

- a) hold an information session
- b) be available to talk to students, supervisors, managers, Human Resources staff

Timing:

A sharing of time between sponsor and student is preferable. However, do not be dogmatic in this area. We have successfully operated Saturday classes, on site, with no compensation for the students.

Facilities, Equipment and Material

On site, comfortable, and free of distraction (not a corner of a cafeteria). It is wonderful to have a well equipped training room, but most of you won't. The ambience is important to the extent that the students need to feel that everyone else believes what they are doing is important. Thus quality handouts, etc. have a direct relationship to the outcome.

51. Instructor Characteristics

- Empathy and understanding of the needs of adult students
- Flexibility - Union halls and company lunchrooms are not what teachers were promised when they graduated from Teachers College
- Student and Situation driven - not generic curriculum driven
 - Many excellent teachers are not now teaching because of the need for curriculum accountability in our education system. These people will jump at a chance to do learner centred "teaching".

- English As A Second Language (E.S.L.) teachers need not speak the language that the students speak.
- Good classical background in English and teaching is needed.
- Critical characteristics are those of empathy, enthusiasm, a belief in androgogy and an ability to laugh.
- Workplace instructors need to be treated differently. Working off campus needs to be seen as an elite activity, not a penance. We attempted to foster an esprit d'corpes with special get togethers, college ties, pins, etc.

PART VII

REFERENCES

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Simon & Schuster Workplace Resources
4. Marketing For Small Business - Federal Business Development Bank
5. The ABC's of Selling - Federal Business Development Bank
6. Literacy Task Analysis - A How-To Manual
by Glenda Lewe, 530 Laurier Ave. West, Suite 2301, Ottawa, Ontario K1R 7T1
(613) 233-3783
7. Lern: How To Market To Industry

PART VIII

APPENDIX

- A . . . Instructor's Information Sheet
- B . . . Sponsor's Information Card
- C . . . Your Institution's Mission Statement
- D . . . Sample Introductory Letter
- E . . . Sample Flyer

Help with a Sample Proposal can be received from the Funders. (A sample from us is available upon request.)

Instructor's Information

Name: _____

Address: _____

Phone: _____

home

business

Background _____

Information: _____

Instructional _____

Interest: _____

Date: _____

Appendix A

Sponsor's Information
(use a 3x5 card or file)

Company Name:	_____
Address:	_____

Phone Number:	_____
Contact Person(s):	_____ Title: _____
	_____ Title: _____
Type Of Business:	_____
No. of Employees:	_____ Date: _____

Appendix B

Our Mission

To provide high-quality theoretical and practical education.

To maintain leadership in the development of innovative and flexible educational and training programs in response to the changing needs of the community, industry and government.

To provide students with the knowledge and skills that enable them to continue to develop their potential.

To provide a participative, progressive learning and working environment that values the contribution of each individual.

To maintain a collaborative relationship with other educational institutions in order to offer students lifelong learning opportunities.

To offer a wide range of programs with a co-operative education component.

Sample Letter Of Introduction

John R. Doe
President
Ace Plumbing Inc.
123 Second Ave.
Strathroy, Ontario
N7G 2R1

Dear Mr. Doe:

We are pleased to introduce _____ as our Ontario Basic Skills in the Workplace Program salesperson. _____ will be visiting businesses in Elgin and Middlesex Counties to discuss these programs and their benefits to your business.

_____ will be contacting your office to set up an appointment with you.

Sincerely,

Program Manager

Appendix D

ONTARIO'S TRAINING STRATEGY

Ontario's Training Strategy provides a variety of skills training and upgrading programs to help the province meet the competitive challenge of today's rapidly changing work environments. Two important components of this strategy are Ontario Basic Skills and Ontario Basic Skills in the Workplace.

WHY BASIC SKILLS INSTRUCTION - AND WHY IN THE WORKPLACE?

Basic Skills programs have been designed to help adults upgrade their basic English and Math skills. The programs have been developed especially for those who have either not had access to training (visible minorities, women, native Canadians, disabled persons, etc.), or for those wishing a better job or advanced training.

In those cases where the adults are employed and basic skills training would help them keep up with new developments or get ahead in their jobs, the training can take place where it is most convenient - right in the workplace.

Because the skills upgrading must be job-related, employers benefit from improved efficiency and productivity of participating employees.

WHO CAN SPONSOR A WORKPLACE PROGRAM?

- Unions
- Employer Associations
- Employers
- Employee Groups

HOW DOES THE PROGRAM WORK?

Sponsors of Ontario Basic Skills in the Workplace can receive up to 80% of the direct costs of the instruction and related administrative expenses.

Flexibility in program length and training schedules is encouraged. Each program may be custom-designed to meet the needs of participants and sponsors.

The training takes place at the worksite or in a location suitable to the trainees' needs, for example, a union hall or employee association facility.

The maximum training duration is 400 hours. Training projects can be shorter in length.

A certificate of achievement may be presented to participants upon the successful conclusion of instruction.

WHAT KIND OF TRAINING CAN BE PROVIDED?

Fanshawe College provides all your training needs. Instructional approaches may vary from traditional classroom techniques to practical hands-on methods. Depending upon participants' needs, courses may include:

- Reading, writing, basic communication and math skills up to the level required for progress in employment or training
- The development of skills in the use of special technical or job-related vocabulary
- Basic scientific and technical knowledge up to the level required for entry into post-secondary programs
- Oral English or French as a second language, if such instruction is proven to be a job-related requirement

WHO IS ELIGIBLE?

Trainees must reside and be eligible to work in Ontario. If the sponsor of the training is an employee association or union, the trainee must be a member. The trainee must be currently employed or temporarily laid off.

**CONTRACT WITH US
FOR ANY OR ALL
OF THESE SERVICES:**

- Training needs analysis
- Curriculum development
- Project proposals
- Ministry reports

**SPECIAL ASSISTANCE FOR
TRAINEES**

Some participants may be eligible for Ministry of Skills Development Special Support Allowances. These provide financial assistance for childcare, transportation and accommodation expenses related to the training program. Only those costs incurred over and above regular daily work-related expenses are considered.

**FOR FURTHER
INFORMATION CONTACT:**

Richard Mateer, Chair
Community Programs Division
Middlesex and Elgin Counties
Fanshawe College
School of Continuing Education
P.O. Box 4005
A1021
London, Ontario
N5W 5H1

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In order to help us revamp and update this manual please fill in the following Evaluation Form. If you wish to receive updated versions of the manual make sure you fill in the demographic information.

Send to: Literacy Manual
Fanshawe College
475 Caradoc Street South
Strathroy, Ontario
N7G 2R1

Phone 519-246-1412
FAX 519-246-1414

Name _____

Organization _____

Address _____

Phone ____-____-____

FAX ____-____-____

Topics I Used _____

Topics I Need _____

Errors and Omissions _____

Things I Liked _____

Things I Didn't Like _____